

2019-20 Impact and Outcome Measures

Glennville State College Education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for Accreditation for Teacher Education (NCATE). CAEP is the sole national accrediting body for educator preparation providers having programs leading to certification/licensure, bachelor's, master's, post-baccalaureate, and doctoral degrees in the United States and internationally.

CAEP/NCATE accreditation confirms that GSC's undergraduate educator program has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders.

Annual Reporting Measures (CAEP Component 5.4)

Impact Measures (CAEP Standard 4)

1. Impact on P-12 learning and development (Component 4.1)
2. Indicators of teaching effectiveness (Component 4.2)
3. Satisfaction of employers and employment milestones (Component 4.3)
4. Satisfaction of completers (Component 4.4)

Outcome Measures

5. Graduation Rates (initial & advanced levels)
6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
8. Student loan default rates and other consumer information (initial & advanced levels)

Glennville State College joined the Common Indicator System network (CIS), a part of Deans for Impact. CIS provides valid and reliable assessments for active students and completers and employers. Data is being collected each semester as students advance.

Impact Measures

1. Impact on P-12 learning and development (Component 4.1)

The State does not offer value-added measures or provide district level data on completers specific to an EPP. The EPP began to collect completers' insight on their impact on student learning through a pilot focus group. The focus group had limited participation yet represented elementary classes, high school classes and special education.

The participants shared the manner in which they evaluate and track student data, how they use the data to change their pedagogy and how and who they share data with.

The EPP plans to continue to develop the pilot study of completers impact on P-12 learning and development.

The pilot asked each completer the following questions:

- 1.How do you know that you effectively contribute to an expected student learning/growth?
- 2.What specific direct measures do you use to monitor student learning/growth (e.g., exams/tests, class projects, oral presentations, other assessments)?
- 3.What specific indirect measures do you use to monitor student learning/growth (e.g., self-assessment, surveys, end-of-course evaluations, and other measures to capture perceptions associated with learning)?
- 4.How do you choose the specific measures?
- 5.What standards do you use for instructional planning and assessment?
- 6.How do you monitor and present student learning/growth data?
- 7.How does collecting data help you with instructional decision-making?
- 8.Who do you share your data with? How often?
- 9.What issues do you face when measuring student learning/growth?
- 10.Do you feel prepared to collect data to monitor student learning/growth?

Data are as follows:

1.How do you know that you effectively contribute to an expected student learning/growth?

Completers shared that they collected data on expected students learning/growth through the use of pre-and post-assessments, bench mark tests, formal and informal assessments and through collaborative departmental goals that measure student growth.

2.What specific direct measures do you use to monitor student learning/growth (e.g., exams/tests, class projects, oral presentations, other assessments)?

Completers shared that they collected data using the following types of direct measures: tests (pre-, post-), quizzes, oral presentations, collaborative student projects, hand-on projects, STARR (Short Term Assessment and Rapid Reintegration) assessment, Fry's first 100 sight words. The WADE (Wilson assessment of Decoding and Encoding) assessment.

3.What specific indirect measures do you use to monitor student learning/growth (e.g., self-assessment, surveys, end-of-course evaluations, and other measures to capture perceptions associated with learning)?

Observation, student self assessment, exit slips, surveys and polls (what I can do better for them and how I can improve my instruction) , socratic questioning.

4.How do you choose the specific measures?

Measures are selected by the school administration (mandated), the curriculum covered, knowledge of the students (will showcase their knowledge in individual ways), randomized assessments to not

become predictable, variety (Students stay motivated if you keep it interesting and have fun), SMART (Specific Measureable Attainable Relevant Time based) goals.

5.What standards do you use for instructional planning and assessment?

State level CCR (College and Career Readiness) standards, national standards (SPA)

6.How do you monitor and present student learning/growth data?

Monitor: Data binders for each student, physical grade book, spreadsheet, STARR assessment

Present: LiveGrades, physical grade books, Schoology, IEP format

7.How does collecting data help you with instructional decision-making?

Data drives instruction, identifies areas of student strength and weakness, identify the need for one on one assistance, slow or speed pace of the class, identifies areas in pedagogy that may need changed, provides a point in time picture of where the students are

8.Who do you share your data with? How often?

Shared: Partner teachers, intervention specialists/IEP team/special education professionals, principal, department head

How often: weekly, monthly, IEP every nine weeks

9.What issues do you face when measuring student learning/growth?

Difficult to get students to complete work on time, student motivation, cheating on assessments, tailoring assessments to show what the student knows

10.Do you feel prepared to collect data to monitor student learning/growth?

Yes: prepared to collect data and organize it in order to make it easily understood, still learning (prepared enough but I am always seeking out newer information),

No: need more resources to collect data; ie, spreadsheets, trackers

Due to the Covid-19 pandemic, response rates were low. Participants had between one and two years of classroom experience

Participants represented Special Education, Biology, Elementary, Social Studies classrooms.

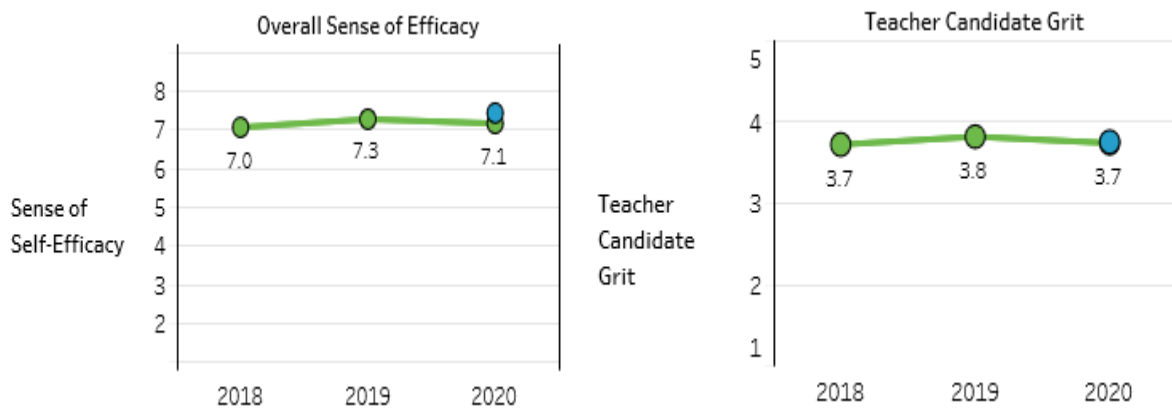
2. Indicators of teaching effectiveness (Component 4.2) Measure data for completers will be included with the next annual report.

The Teaching Beliefs and Mindsets Survey (TBMS) comprises three scales: (a) the Short Teachers` Sense of Efficacy Scale, (b) the Short Grit Scale, and (c) the Culturally Responsive Teaching Self-Efficacy Scale.

The survey reflects the perceptions of the teacher candidates during three points of their teacher preparation experience (a) perceptions of the teacher at the start of their preparation program, (b) at the beginning of their student teaching experience, and (c) at the end of their student teaching experience. This allows identifying the change in the beliefs of the teacher candidates about teaching practices as they progress through the program.

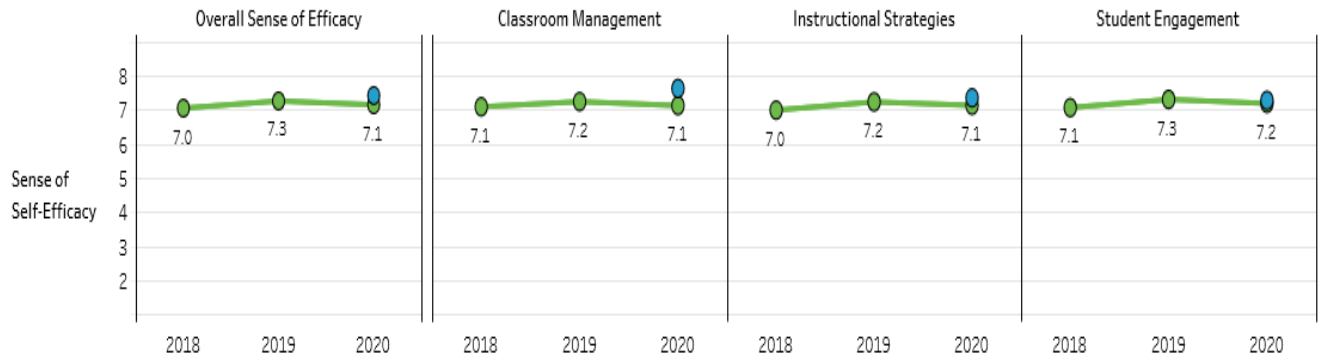
Spring 2020 data was collected from the teacher candidates at the start of their preparation program as well as interns during their student teaching experience. Analysis of Spring 2020 data not only allowed the EPP to determine the perceptions of the teacher candidates at the institution level, but also enabled comparison of performance between GSC teacher candidates and their peers within CIS network.

Analysis of Spring 2020 data shows the overall high scores on each scale of the instrument: 7.4/5 average score on the *Teacher Sense of Self-Efficacy Scale* and 3.7/5 average score on the *Teacher Candidate Grit Scale*. While the teacher candidate grit score for GSC teacher candidates was at the same level as their CIS network peers, the overall self-efficacy score was above the CIS network average (7.4/5 and 7.1/5, respectively).

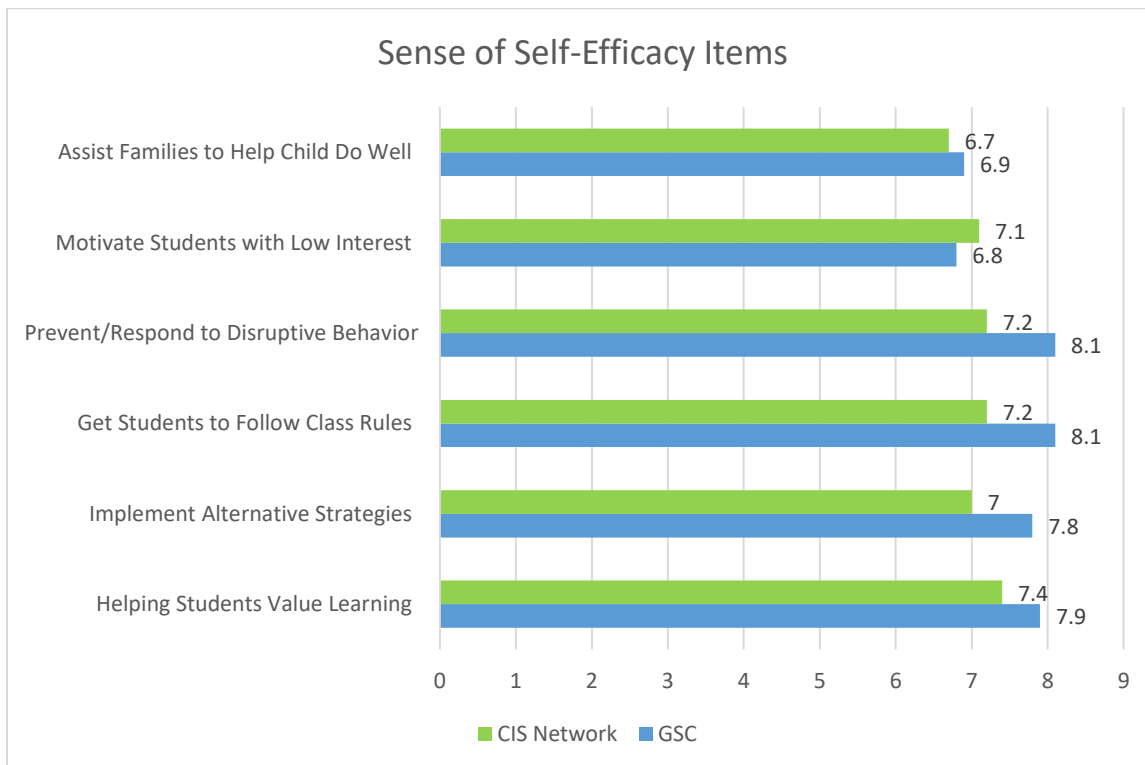


Teachers` Sense of Self-Efficacy Scale

Spring 2020 GSC teacher candidates demonstrated high scores on all three constructs of the *Teachers` Sense of Self-Efficacy Scale*: (a) Classroom Management, (b) Instructional Strategies, and (c) Student Engagement. The GSC teacher candidates` reported scores were also higher than the average scores of their CIS network peers. The highest-rated scale was Classroom Management, with an average score of 7.6/9; followed by the Overall Sense of Self-Efficacy and Instructional Strategies Scales (both averaging at 7.4/9); and Student Engagement Scale (overall average score of 7.3/9).

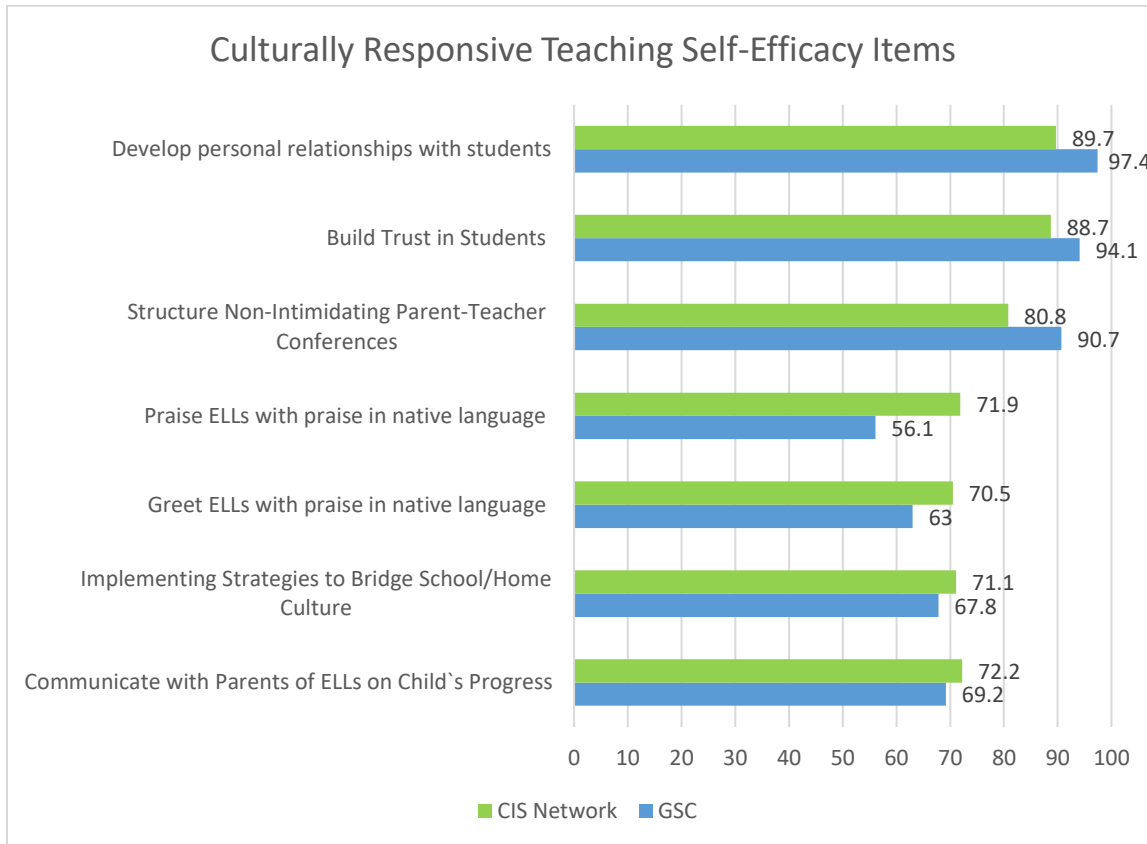


Analysis of Spring 2020 data shows that among the highest-rated items on the Classroom Management Scale were Prevent/Respond to Disruptive Behavior (Item 1) and Get Students to Follow Class Rules (Item 6), both with an average of 8.1/9. The candidates showed high scores on the Instructional Strategies Scale items, specifically, they felt ready to Implement Alternative Strategies (Item 12), with an average score of 7.8/9, which was higher than their CIS Network peers' score (7.0/9.0). GSC teacher candidates also felt strongly on Helping Students Value Learning (Item 4) on the Student Engagement Scale, with an average score of 7.9/9.0. However, areas for improvement could be seen for such items as Motivate Students with Low Interest (Item 2; 6.8/9.0) and Assist Families to Help Child Do Well (Item 11; 6.9/9.0).



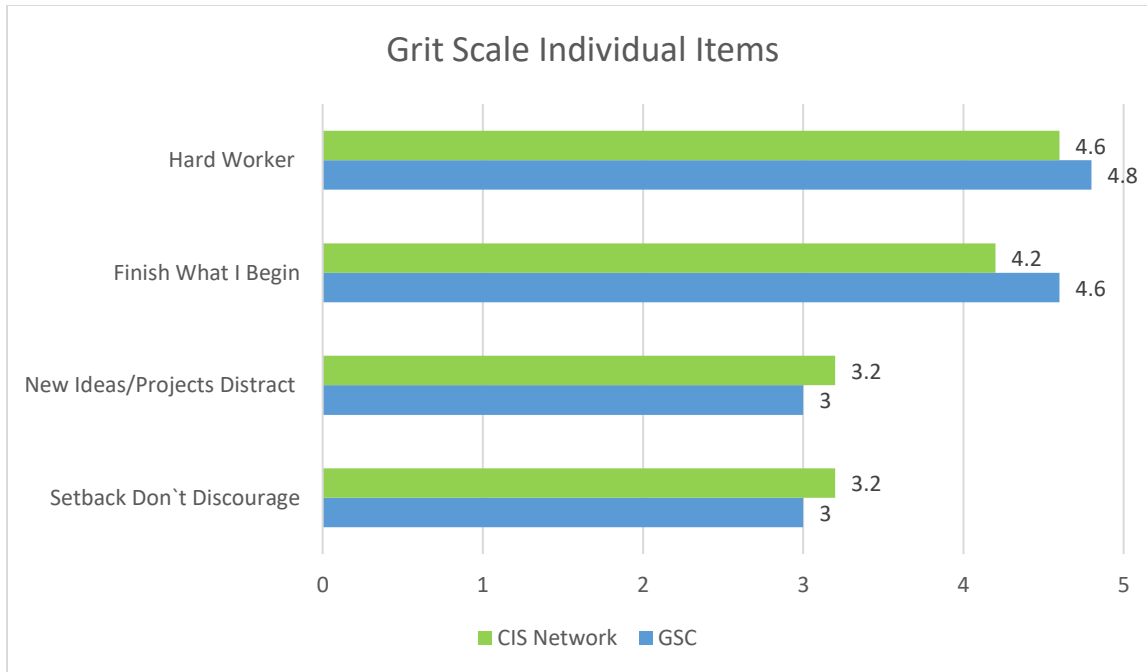
The highest ratings for the Culturally Responsive Teaching Self-Efficacy Items were Develop Personal Relationships with Students (Item 14; 97.4/100); Build Trust in Students (Item 5; 94.1/100); and

Structure Non-Intimidating Parent-Teacher Conferences (Item 18; 90.7/100). All of these items are above the CIS Network scores. However, as areas for improvement can be seen working with culturally/linguistically diverse students, including Praise ELLs with praise in a native language (Item 15), with an average score of 56.1/100; Greet ELLs with praise in a native language (Item 12), with an average of 63.0/100; and Implementing Strategies to Bridge School/Home Culture (Item 2; 67.8/100) and Communicate with Parents of ELLs on Child’s Progress (Item 22; 67.8/100). All of the items identified as areas for improvement are also below the average scores of CIS Network peers.



Teacher Candidate Grit Scale

Among the highest-rated items by the GSC teacher candidates on the *Teacher Candidate Grit Scale* were Hard Worker (Item 4) with an average score of 4.8/5 and Finish What I Begin (Item 7) with an average score of 4.6/5. Our teacher candidates scored higher than the CIS Network peers on both of these items. However, areas for improvement could be seen for New Ideas/Projects Distract (Item 1) and Setback Don’t Discourage (Item 2), both with an average score of 3.0/5. In addition, our teacher candidates scored lower than their CIS Network peers on both items.



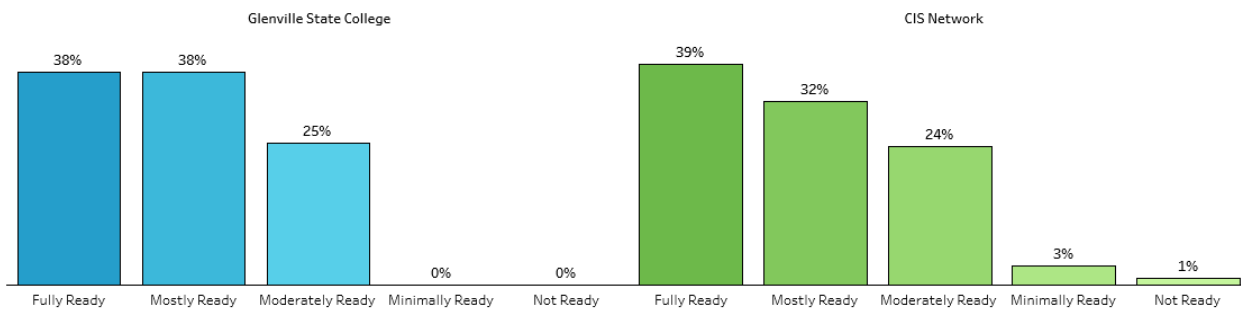
3. Satisfaction of employers and employment milestones (Component 4.3) Measure data for employer satisfaction will be included with the next annual report.

One of the assessments used to capture employers' satisfaction with program completers is **Employer Survey (ES)**. This survey is administered annually to all principals who hired teacher candidates. It comprises seven items where employers are asked to reflect on the quality of the EPP program graduates. The survey is administered to employers of recent graduates who themselves completed the Beginning Teacher Survey (BTS).

Spring 2020 data analysis shows that more than three-quarters (76%) of all surveyed employers rate GSC graduates as fully ready or mostly ready to meet the needs of students in their schools.

Employer Survey Teacher Preparedness

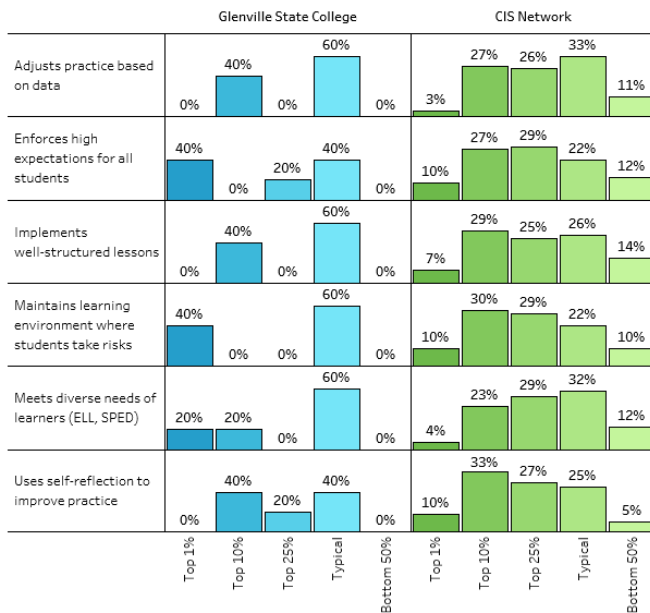
Based on your experiences with this teacher, what best describes the extent to which he/she was ready to meet the needs of students in your school?



When asked to reflect of the new hires` performance in relation to other teachers in their school, 60% of all surveyed administrators rated GSC graduates as Typical, compared to other professionals, in such areas as Adjusts Practice Based on Data, Implements Well-Structured Lessons, Maintains Learning Environment Where Students Take Risks, and Meets Diverse Needs of Learners. 40% of school principals identified GSC candidates as being among Top 1, compared to other educators in their school, in the areas of Enforces High Expectations for All Students and Meets Diverse Needs of Learners (ELL and SPED).

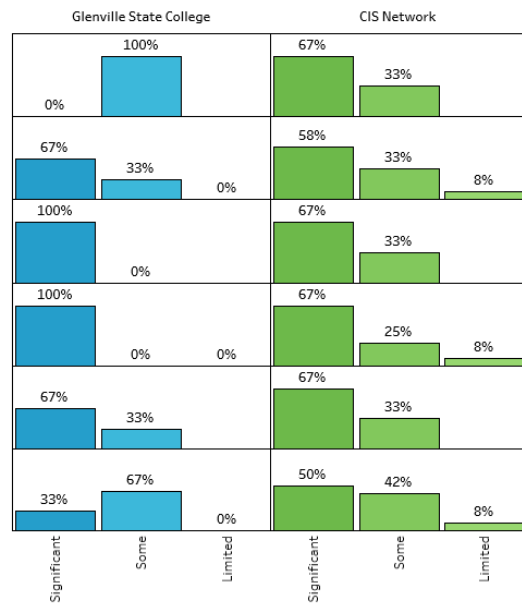
Employer Survey New Hire Feedback

Relative to all other teachers (both novice and experienced) you've worked with, please indicate the extent to which this teacher's performance is significantly above or below average:



Emp. Sur. Teacher of Record Feedback

Please rate the extent of change in the teacher's performance since completing a teacher preparation program:

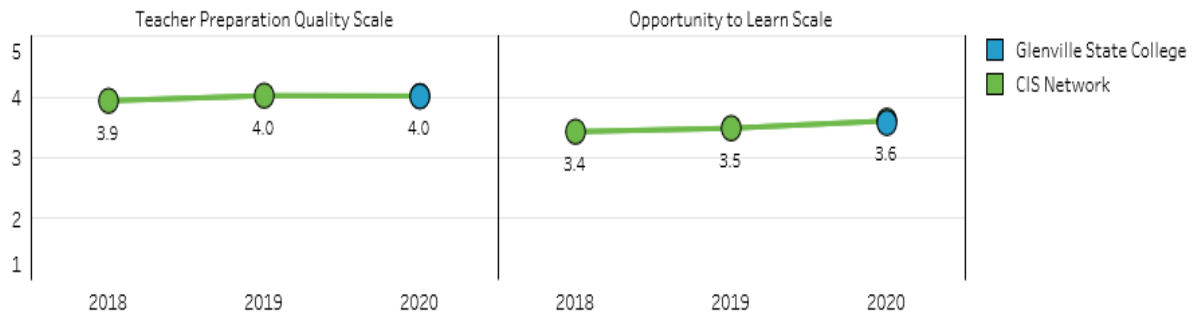


4. Satisfaction of completers (Component 4.4)

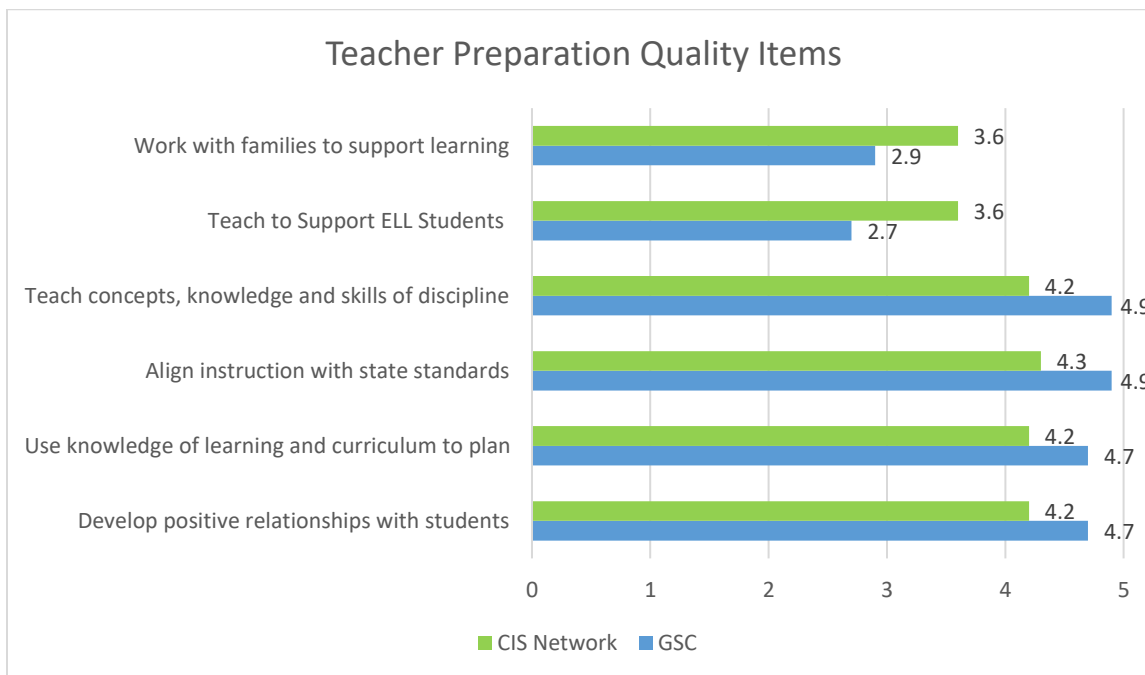
Beginning Teacher Survey (BTS) is used to capture graduates` perceptions on their level of preparation to make an impact on student learning in five areas: (a) academic background and teaching preparation, (b) teacher preparation quality, (c) teacher preparation program components, (d) current teaching practices, and (e) job satisfaction. The survey is being administered to the teacher preparation program graduates in early spring during their first year of full-time classroom teaching.

Spring 2020 data analysis shows that the overall scores for the *Teacher Preparation Quality Scale* (average score of 4.0/5.0) and the *Opportunity to Learn Scale* (average score of 3.6/5.0) are correspondent to the average scores of the CIS network peers.

Average BTS Scale Scores by Year

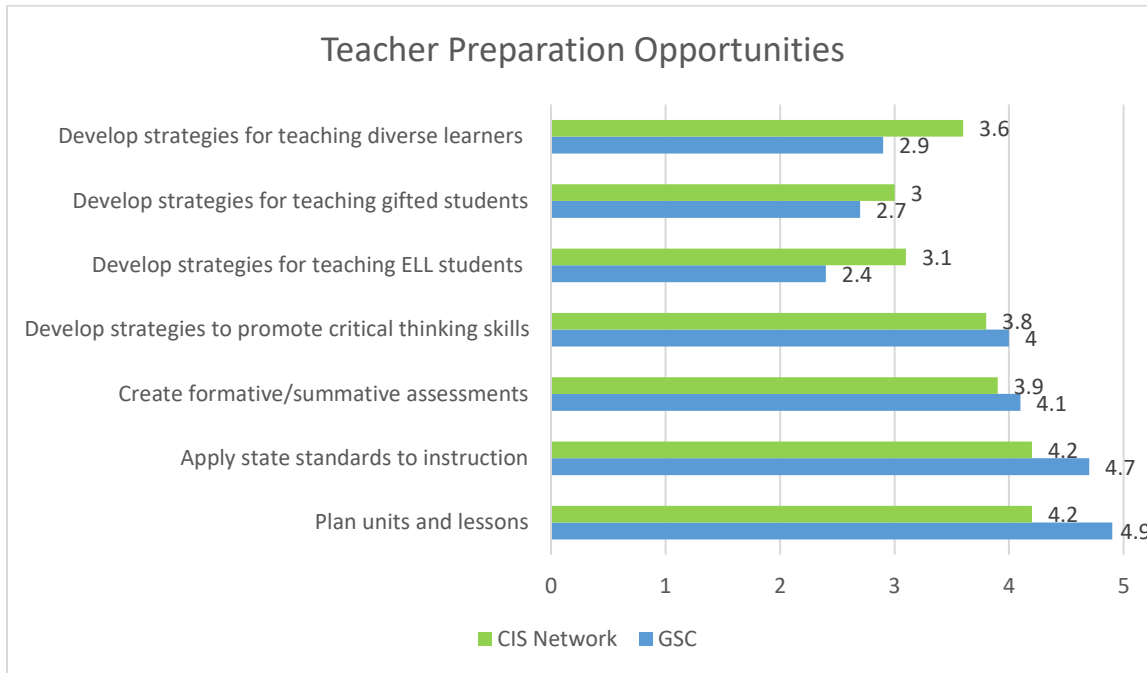


Among the individual items that the GSC graduates rated as feeling highly prepared to perform were Teaching Concepts, Knowledge, and Skills of Discipline and Align Instruction with State Standards, both with an average score of 4.9/5; also, Use Knowledge of Learning and Curriculum to Plan and Develop Positive Relationships with Students (4.7/5). However, among the lowest-rated items were Teach to Support ELL Students with an average of 4.7/5 and Work with Families to Support Learning (4.9/5). Individual items that GSC graduates rated highly were Plan Units and Lessons with an average score of 4.9/5 and Apply State Standards to Instruction with an average of 4.7/5. Areas for improvement, however, can be seen for such items as Teach to Support ELL Students (2.7/5) and working with Families to Support Learning (2.9/5).



When asked to evaluate individual aspects of their teacher preparation program that prepared them to make an impact on student learning, GSC graduates mentioned Instructors in Your Classes (5.9/6) and Student Teaching (5.6/6) as highly-rated areas. As areas for program improvement, the GSC graduates noted More Exposure to a Variety of School Environments (86%), More Opportunities to Learn

Classroom Management (71%), as well as More Opportunities to Learn Non-Teaching Tasks and More Opportunities to Learn Differentiated Instruction (both 57%).



Spring 2020 Beginning Teacher Survey (BTS) data analysis revealed that even though the GSC graduates highly rated the teacher preparation quality and teacher preparation opportunities provided by the EPP, among the areas that needs consideration are (a) collaboration with families and (b) providing support to diverse groups of learners (ELL, gifted students, and students with disabilities).

5. Graduation Rates (initial & advanced levels)

Outcome Measures

Completers Disaggregated by Licensure Initial Level 2019-2020		
Licensure Area	Number of Completers ¹	Graduation Rate
Early Education PreK-K	8	100%
Elementary Education K-6	13	100%
English 5-Adult	2	100%
General Math 5-9 Algebra I	4	100%
General Science 5-9	1	100%
Health Education PreK-Adult	1	100%
Multi-Categorical Special Education K-6	7	100%
Music PreK-Adult	3	

Physical Education PreK-Adult	1	100%
Social Studies 5-Adult	2	100%
Social Studies 5-9	2	100%

¹ Counts are larger than the number of completers due to completers having multiple licenses

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&i=5254

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

Completers Hired in License areas 2019-20 N=25	
Licensure area	Number of completers hired
Early- Education	3
Elementary	2
Kindergarten	1
English 5-Adult	2
Math 5-9	3
Music (comprehensive)	1
Physical Education (comprehensive)	1
Science 5-9	1
Special Education	5
Social Studies 5-9	1
Graduate School	1
Substitute	1
Unknown	3

8. Student loan default rates and other consumer information (initial & advanced levels)

Information on student loan default rates are provided through the College Navigator. Please click the image provided on the web page to be directed to the College Navigator for Glenville State College